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ABSTRACT

This paper introduces an integrated teacher education model based on the Expeditionary Learning Outward Bound Project model. It integrates early childhood, elementary, and special education and uses inquiry-oriented and social constructive approaches. It models a team approach, with all teachers unified in their mutually shared philosophy of education. The Expeditionary Learning model challenges future teachers to learn core concepts, develop divergent thinking approaches, see issues from multiple perspectives, appreciate collaborative learning processes, and apply what they learn to solve real problems in teaching. The model includes five blocks, each featuring unique, theme-based experiences (diversity of human experiences, tools for literacy and communication, going on a treasure hunt, critical analysis of teaching and learning, and reflection and integration). Data from students' notes posted on the course Web site, weekly faculty meeting notes, and e-mail messages suggest that students had to work hard to adjust to very different kinds of learning experiences that were highly socially constructive but, in the end, they appreciated the shared responsibility, collaboration, technology infusion, use of community-based resources, integrated curriculum, and diversity. Faculty believed the workload was tremendous, and the experience was demanding but rewarding. (SM)

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Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma

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Expeditionary Learning Approach in Integrated Teacher Education: Model Effectiveness and Dilemma

Summary:
The paper introduces an ECE, ELEM, & SPEC. ED unified and integrated teacher education model that is built based on the notion of Expeditionary Learning (Campbell, Liebowitz, Mednick, & Rugen, 1998; Cousins, 1998). Inquiry-oriented and social-constructive approaches are the main characteristics in the model. The paper presents structure, effectiveness and dilemma of the model.

Introduction

As it's opened in 1997 Florida Gulf Coast University (FGCU), which is one of the U.S. newest comprehensive universities, has developed and implemented innovative programs in all disciplines including their College of Education teacher education curriculum. [note: FGCU was E. Hyun's former institution as faculty, 1997-2001. The study was done when she was teaching at FGCU].

The integrated teacher education curriculum is built based on the Expeditionary Learning Outward Bound Project that originally established partnerships with Harvard University, School of Education, and public school districts in five states: Boston, MA, Denver, Co, Dubuque, IA; New York City, NY; and Portland, ME in 1992 (Campbell, Liebowitz, Mednick, & Rugen, 1998; Cousins, 1998).

FGCU COE is a higher education institution that has adapted, modified and infused the principles of Expeditionary Learning into the integrated teacher education program to prepare future teachers. FGCU had FL DOE visit for the new program review during October 21-25, 2000. On October 25, 2000, the entire COE new program was fully approved.

The expeditionary learning teacher education challenges the future teachers:

- to learn the core concepts (e.g., technology infusion, ESE, ESOL, State Standards, & National Standards, ethic of care, and professionalism)
- to develop divergent thinking approaches of different disciplines (among ECE, ELEM, & Special Ed), [the three different major students take the same core courses together with three faculty from the each discipline in team teaching contexts]
- to see issues from multiple perspectives,
- to appreciate collaborative learning processes, and
- to apply the approaches, concepts, and tools to solve "real" problems in teaching.

The expeditionary learning integrated teacher education program is composed of five different blocks with distinctively unique theme-based experiences in each block to encompass multiple perspectives and needs from the different disciplines (ECE, ELEM,

& Special Ed.). The prospective teachers learn not only their area of study but also other areas of studies to develop a professional sense of working together among the disciplines in school settings; in public school settings, ECE, ELEM, Special Ed. and School Counseling teachers are all working together in the full spectrum of each child's learning and growth. The integrated teacher education program attempts to present the micro and macro pictures of public school settings. Expeditionary earning approach is a framework to support that attempt.

The paper overviews the program, presents themes in each block, describes an example of expeditionary learning, and presents emerging characteristics of the program effectiveness as well as difficulties.

10 emphases on the expeditionary learning (used as guiding principles)

- Promoting self discovery
- Acquiring wonderful ideas
- Sharing responsibilities for learning
- Caring for each other
- Taking risks in problem solving
- Growing together through collaboration
- Enhancing diversity and inclusivity
- Respecting natural world
- Reflecting the experiences in action, on action, and for action
- Providing services

Expeditionary Learning experiences and structure in each block

Block I : Diversity of Human Experiences
Block II: Tools for Literacy and Communication
Block III: Going on a Treasure Hunt (Treasures, Resources, and Materials)
Block IV: Critical Analysis of Teaching and Learning
Block V: Reflection and Integration
(note: various forms of field experiences and computer-based technology are infused into each block)

REQUIRED COURSES IN THE Early Childhood DEGREE PROGRAM

Completely integrated (**): The three different major students take the same core courses together with three faculty from the each discipline in team teaching contexts. Faculty's team planning, team teaching, and team post-planning/assessment are keys to the program.

Partially integrated (*): Schedule same day and time with other major course that is same subject area.

Block 1 Diversity of Human Experiences

Professional	Subject	Course Number	Course Title	Course Credit
		IDS 3920	Colloquium**	3
P		EDF 3076	Diversity in Human Experience**	6
P		EDF 3216	Professional Studies**	6

Block 2 Tools for Literacy and Communication

Professional	Subject	Course Number	Course Title	Course Credit
	S	EDG 3300	Emerging Literature, Communication &Culture**	6
	S	EEC 3268	Play Development Intervention Assessment	3
	S	EEC 4303	Creative & Affective Experience for Young Children	3
	S	EEX 4201	Young Children's Special Needs	3

Block 3 Going on a Treasure Hunt (Treasures, Resources, and Materials)

Professional	Subject	Course Number	Course Title	Course Credit
	S	EEC 4402C	Relations Across Family-School-Community	3
	S	EEC 4510	infants & Toddlers	3
	S	SSE 4314	Social Science & Humanities**	3
	S	LAE 4415	Children's Literature**	3

Block 4 Critical Analyses of Teaching and Learning

Professional	Subject	Course Number	Course Title	Course Credit
P		TSL 4344	Methods, Curriculum & Effectiveness**	3
	S	EEC 4300	Cognitive Experience for Young Children	3
	S	EEX 4231	Assessment, Evaluation & Progress of Young Children with Disabilities	3
P		EEC 4942	Integrated Field Experience - Early Childhood	3
	S	EEC 4211	Integrated Curriculum: Science & Math for Young Children*	3

Block 5 Reflection and Integration

Professional	Subject	Course Number	Course Title	Course Credit
P		EEC 4936	Senior Seminar: Current Trends & Issues in ECE	3
P		EEC 4940	Final Internship	9

Example of Expeditionary Learning: Block 3

Orientation:

SSE 4314 social Science and Humanities is the Block III core course within the expeditionary theme of Treasures, Resources and Materials. The course content in this block gives students opportunities to wonder, explore and investigate human diversity, technological & material resources and networks; and establish self as a member of the professional community. Educators need to examine materials for classroom use on a continual basis and determine the applicability of the materials to curriculum and student needs. The emphasis across the block is the integration and application of materials and resources across the curriculum.

Students initiated and directed field experiences will support this expeditionary theme and encompass student inquiry and understanding related to Treasures, Resources and Materials. The expedition experience will facilitate the student's individual inquiry and reflection as he/she makes connections across the course content in the block through authentic experiences. The expedition will culminate with a product that demonstrates the student's knowledge and skills in regard to the essential understandings related to this theme.

Scope for Block III:
The Block III core course SSE4314: Social Science & Humanities will take the responsibility of leading and monitoring Block III expeditionary learning (Planning, monitoring, regular debriefing, presentation, reflective assessment, etc). The Theme of Block III is "Going on a Treasure Hunt." Based on the theme other courses in Block III will have a "mini" treasure hunt activity (e.g., finding treasures/resources from various community-based sites) that fits within each one of the courses.

Students in Block III will be using the course WebCT as an on-line space for them to construct, connect, share, and update their treasure hunts. The students will start posting and interacting their expeditionary learning experiences as a weekly base activity.

Block III faculty who are teaching other Block III courses will visit the WebCT expeditionary discussion section with their students for Block III connection-making activity.

BLOCK 3- Theme: Going on a Treasure Hunt

Design Principles for Block 3:
Having/Acquiring Wonderful Ideas
Creating ideas of how to find, organize, & use the treasures
Growing Together Through Collaboration
Exploring The Natural World
Enhancing Service and Compassion

Courses in Block III:
SSE 4314-Social Sciences- (CORE)
LAE 4415- Literature
SCE 4310- Science
EEX 4846-Mild/Moderate disabilities
EEC 4510- Infants/Toddlers
EEC 4402- Home-school-community partnership

Regarding the 15 hours Block III field experience:
Since students are taking 3 (Elem & Special ed) or 4 (ECE) courses in different sections and times of A, B, & C, the 15 hours will be shared as listed below;

ELEM Ed major:
SSE 4314-Social Sciences- (CORE) (7 hours)
LAE 4415- Literature (4 hours)
SCE 4310- Science (4 hours)

Special Ed major:
SSE 4314-Social Sciences- (CORE) (7 hours)
SCE 4310- Science (4 hours)
EEX 4846-Mild/Moderate disabilities (4 hours)

ECE major:
SSE 4314-Social Sciences- (CORE) (7 hours)
LAE 4415- Literature (4 hours)
EEC 4510- Infants/Toddlers
EEC 4402- Home-school-community partnership
(EEC 4510 & EEC 4402 combined 4 hours, since some of them are taking these two next following summer semester, after Block V)

Guiding Questions:

What Resources and Materials Will I Need to Be an Effective Teacher?

Who will I need to know/ Do I know how to contact?

What are sources of books, videos, CDs, tapes, films, web sites, manipulatives, etc for instruction in my area?

What are the community resources/agencies that I can collaborate with for real-life-based curriculum practices?

What are titles that I need to know to use in my instructional planning?

Why do I need to prepare materials and resources ahead of time?

Why do children learn better if they have materials to manipulate?

Where can I locate materials and resources?
Where can I borrow or buy them?
Where can I get the funds for beginning my library?
Where can I get them for free?

How can I use these resources in my teaching?
How can I tell if they are being used effectively?
How can I evaluate my students' progress through these materials?

Who should I contact/interview to find out all of my questions related to the treasure hunt?

Open Framework for Block III Expeditionary Learning:
"Going on a Treasure Hunt"

Students will use the below questions to prepare, carry out, and evaluate their expeditionary learning project.

What do I want/need to "hunt" for my treasure as becoming a teacher?

Why such that kinds of treasure hunt is important for me in the journey of becoming an effective/thoughtful teacher?

How can I find my partners for the treasure hunt, who may seem having a similar dream of treasure to hunt as me?

What are our (my partners' and my own) goals and objectives for the treasure hunt?

What is our plan to achieve the goals and objectives?

How are we going to organized the treasures for an effective use?

What would be a most meaningful way to present our treasures to others (teachers, families, students, administrators, etc) in a professional fashion?

What is our plan to assess our own treasure hunting performance in this Block III expeditionary learning? What kinds of performance-based assessment rubric would be helpful for us to evaluate our own learning?

What did we learn from this collaborative and cooperating treasure hunt experiences? What makes us think in this way? If we do this treasure hunt again how would we do it differently? & why?

What did I learn from this collaborative and cooperating treasure hunt experiences? What makes me think in this way? If I do this treasure hunt again how would I do it differently? & why?

Block III Expeditionary Learning Project Report:

- A reflective record of the initial brainstorming activity for the project (as a group) (due by Class 3)
- A conceptual map of planning for the project (as a group) & Outline of performance-based self/group-assessment rubric (Due by Class 5)
- A reflective record of project progress (as a group) (Due by Class 8)
- A final product of the project (as a group) (Due by Class 11)
- Performance-based self/group-assessment rubric to evaluate the group performance for the project that is developed by the group and used by the group (as group) (Due by Class 12)
- A reflective self-assessment statement on the learning experiences (as individual) (Due by Class 12)

(Note: ALL items should be posted on the course WebCT http://garnet.fgcu.edu:8900/SCRIPT/ssc_soc_stds_humnts/scripts/serve_home.pl., on the discussion section. Save a hard copy of each item for your own record, and put the items in the order above in your Block III Expeditionary Learning Project Folder.)

Examples of students' expeditionary learning project title:
The Info-Seekers: Going on a hunt through cyber space to find virtual museums.
The Travelers: Traveling through available national parks resources to collect and gather information for future use in teaching social sciences (History, geography, economy, environmental education, etc)
The Explorers: Hunting for a wide variety of excellent field trip sites that embrace social studies and the humanities.
The Gypsies: finding local human resources (disappearing oral history) to tell the history of Ft. Myers, & international resources via pen pal letters (through email).
Team Discovery- Uncovering SouthWest Florida's Natural Resources and ways to promote environmental preservation in the classroom
The Pioneers- Looking for new territory through children's literature: to collect various pieces of literature to teach/introduce children to the different concepts of Social Studies that apply to the civilization of United States including past, present, and future.
Monumental Treasures: Using Landmarks and Monuments to travel through history with our students.

Program effectiveness and critical reflection

The data that present program effectiveness and critical reflection were collected through students' activities posted on the course WebCT and weekly faculty meeting notes.

From the students' voices;
There were clear patterns of the students' reflective self-assessment from the expeditionary learning experiences: the first two blocks expeditionary learning experiences were somewhat needed struggle in order for them to adjust with a very different kinds of learning experiences that was highly social constructive (note: Hartle, Hyun, & Halverson 2000 reports the Block I and II effectiveness). In their third block of expeditionary learning experiences, they were able to make deeper and complex connections that represented the reality of teaching profession: the power of collaboration, shared responsibilities, technology infusion, going beyond the prescribed textbook oriented teaching, use of community-based resources, integrated curriculum

practices among disciplines, diversity of human interaction, etc. Examples of the students' voices that represented the program effectiveness as followed:

Message no. 228: Branch from no. 9,
posted by VW
Tue Jun 19, 2001 21:28
My reflection of "The Pioneers" treasure box expedition project, and unit lesson.

This expeditionary project is my favorite. The projects from Block I and II were okay, but I feel that this project was the most successful and beneficial expedition so far. My personal growth in being a thoughtful teacher and a knowledgeable teacher has grown. This project was not an isolated project. It carried over and was expanded into our unit lesson. It was a project that integrated into many projects, objectives, and goals. Maybe that is why I feel a true accomplishment with all of the final projects. Maybe that is why I feel growth as a knowledgeable teacher. The projects in the previous blocks, in my opinion, were more of a community service, which is good, but they did not create the thinking and inquiry that this project did.

I was fortunate to work with a very great group of dedicated women. We all shared our ideas, comments, and concerns openly. Our creativity just kept flowing and flowing. We were a support group and a peer-tutoring group. Each one of us had unique abilities and talents that were shared. From the styles and viewpoints of the others in my group, I have become a more thoughtful open-minded, well-rounded person and teacher. When the stress level got up, we helped each other to lower or remove the stress. When there was confusion, we supported each other to clear the confusion. I have had classes and have worked with the others in my group, "The Pioneers", in other classes and projects, but not with the closeness that occurred in this project. We met before and after the class. If we had trouble locating material or came across a mental roadblock, we helped each other out. We kept in close contact through email. Our final Treasure Box project is a booklet that contains lists of children's literature that will definitely be a very much-needed tool in my future classroom. Our Treasure Box also help create a "US Civil Rights" unit lesson that will also be a valuable classroom tool. The most important tool that I have from this project is the knowledge that I have gained is to how to successfully work collaboratively with other "teachers". If I had to change anything with this project, I would change the topic. I would want to keep the same format and put a similar tool together. In the unit lesson plan that was a spin of from the treasure box, I would want to address and include more social studies disciplines.

Second, they were able to
Message no. 187: Branch from no. 9,
posted by HP
Sat Jun 16, 2001 18:47
I have really enjoyed this treasure hunt experience. Working together as a team has really made our expedition successful. All of us came together and worked hard at completing the project in which we now have a wonderful reference list of children's literature to take with us when we begin teaching. This treasure hunt gave me the opportunity to work with someone new and by doing so I was able to see her learning style and hear her ideas. I feel that by working with a group of people not only relieved some of the stress but it also gave me the opportunity to learn from the others in my group. There were days when we met before class to share our information and talk about our progress but more importantly it was wonderful to see that each one of us cared about how the others were coming along with their findings. We not only obtained a list of books and knowledge for ourselves but we were able to share it with one another and everyone else in our class…

Message no. 190: Branch from no. 9,
posted by LD
Sun Jun 17, 2001 14:28
What did I learn or should I say where do I begin? I had a wonderful experience during my treasure hunt with my team the "Explorers." Working together breaks the isolation of doing a project all by oneself and brings rewards and satisfaction of teamwork. Teamwork made a complex project more manageable, challenging, and helped stimulate new ideas. Together, we have the organizational skills, and resources to attempt innovations that would exhaust the energy, skills, or resources of a single individual. Working

together has better prepared me to support the members of my team's strengths and accommodate their weaknesses.

Message no. 194: Branch from no. 9,
posted by SL
Sun Jun 17, 2001 21:59
The collaborative work was really good. I worked well with my teammates, and enjoyed their companionship. At first we were not sure exactly what we were doing, but once we had decided on the medium that we were going to use (to present the final product) all the pieces all came together. I had fun being the publisher (and getting to know Microsoft Publisher). I like doing "artsy things" and this was great outlet for my HYPER energy. Also, it was interesting to read all of the field trips (one by one) as they were emailed to me. We have so many wonderful resources close at hand! My only regret is that we only had time to touch the tip of the iceberg. . . I LOVE social studies and humanities, they encompass so many wonderful things. . .

Message no. 203: Branch from no. 9,
posted by CV
Mon Jun 18, 2001 22:31
What did I learn? I learned a lot about the people I worked with. I learned that they are my friends and that I can count on them just as they can count on my. I learned that I can cry with them because they themselves have cried as well. I learned that deep down we're all the same and we all want the same things. We all want to be the kind of teacher that makes a difference in someone's life. Would I do it again? You bet I would. What would I do different? I should have been more open to work with people that I don't know and have been able to meet and establish new friendships with. Take Sally from who's from England, or Jose who's from the same small town as me. I don't have a clue as to who they are, except for the glimpses into there lives that we've been privileged to see in class. That's my one regret, not having made new friends.

Message no. 204: Branch from no. 9,
posted by EW
Mon Jun 18, 2001 23:43
Now that the hunt is over I feel slightly relieved but at the same time when I really think about it the hunt has just begun because throughout my teaching career, I hope to be on a constant hunt for new and exciting treasures to share with my students. That is the main idea or thought that I take away from this experience. I hope that I never see the hunt as over but rather as in progress. This expedition has taught me a lot about how to get a hold of resources that I may never have thought of before and has given me a tremendous amount of ideas to use in my future classroom. I think the only thing that I would change about this expedition is the length. I wish that we had a longer period of time to search and really make our resources richer and more in depth. I felt as though my treasure hunt was rushed and not able to be enjoyed as much as it should've. I think the only way to have changed that is to make the course a session C [10 weeks summer course] course. [note" the course was 6 weeks summer course] Overall, I had a very good experience and enjoyed working with my group members who all did their part in contributing to our treasure. Thank you!

From the faculty's voices,

In the context of weekly-based team meeting, the integrated teacher education faculty members had expressed their thoughts, concerns, and dilemmas of implementing the expeditionary learning teacher preparation approaches. Based on the records of each meeting, individual faculty's notes and e-mail communication, the patterns of their emerging voices were categorized into four areas: process of learning as implementing the idea of expeditionary learning, faculty loads; challenging aspects of team teaching; and demanding but rewarding.

Process of learning as implementing the idea of expeditionary learning: "...how do you infuse the expeditionary learning into your course? I don't think I am doing a

good job of implementing the idea. I feel like, I am still busy with covering the content which I am so used to with… not giving them [the students] enough time to explore, construct, and make connections of their discovery learning… I need to learn how you do it. It seems, students in you class, according to them, are getting the sense of expeditionary learning more than they do in my course." (S)

Faculty loads: "three of us teach one 6-credit integrated course which is counted as 2 credit teaching load for each faculty,… but I feel I am spending more time in planning, communicating and coordinating. It triples my time compare to single three-credit course that I teach alone…." (H)

Challenging aspects of team teaching: " in the team teaching context, I love to do more of perspective exchange-format that would allow the students to see how different ideas can be shared by three different teachers toward a target objective. I have a difficulty modeling a serial teaching [in this case, each faculty takes turn to teach their own area of focus in one course] as a team teaching to the future teachers." (E)

Demanding but rewarding: "…the expeditionary learning is very different compare to the content based teaching that I am used to, I have to keep reminding myself to connect with the 10 principles and let my controlling power go, and let the students explore…. let them be in charge… it is mentally more demanding than the other teaching style that I also value… I was not sure how the expeditionary learning would make sense to the students during the block I. However, when I saw the same group presenting their block III expeditionary learning, I felt the moment of rewarding. They finally got it!" (C)

Dilemma and Conclusion

The integrated program concept assists in unifying the three fields (ECE, ELEM, & SPEC. ED.) and provides continuities for progressive spectrum of teaching and learning. It also attempts to model an ideal schooling system, a team approach, with all teachers unified in their mutually shared philosophy of education. When there is a common core of teacher instruction and when preservice teachers are learning the interconnectedness of the three disciplines, FGCU faculty hypothesized that they will better understand teaching holistically and it will be easier to collaborate and develop mutual trust and respect among fellow teachers. This way of addressing teacher preparation also supports the way in which early childhood, elementary, and special education coexist in public school buildings (Hartle, Hyun, & Halverson, 2000). Under this particular notion of integration, expeditionary learning was infused as approach into the teacher education model.

The expeditionary learning-based integrated teacher education is a very exciting concept and approach. It took three years of brainstorming and group study to familiar with the notion of expeditionary learning before the faculty implemented the idea into the program. After the first three semesters of implementation executing up to Block III, the faculty members become clear about the program effectiveness and difficulty as well as dilemma. They realize that it requires many aspects of new attempts (transformation) in the teacher education. First, we as teacher educators need to examine what is our comfort zone of changing the style of collaboration and teaching dynamics. Second, we need to learn more about how to orient and nurture the prospective teachers to engage in learning processes that are highly social-constructive and autonomous. Last, we need to politically

proactive about voicing our innovative teacher preparation that is different from the single standing alone 3-credit content-based teacher education, rather it is highly subjects/disciplines connected, time consuming, and effort demanding experiential preparation that requires comparable institutional support.

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